Texas Education Agency
Standard Application System (SAS)

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	Place date stamp here. Received Texas Education Agency 2015 AUG 20 PM 2:03 Document Control Center Grants Administration
Submittal information:	**Six** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 North Congress Ave, Austin, TX 78701-1494	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
La Joya Independent School District	108912-049	Domingo Treviño M.S.	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
746001550	1	TX-028	024102451

Mailing address	City	State	ZIP Code
301 South Inspiration Road	Alton	TX	78573

Primary Contact

First name	M.I.	Last name	Title
José	T	García	Principal
Telephone #	Email address		FAX #
956-581-3050	j.garcia2@lajoyaisd.net		956-581-3099

Secondary Contact

First name	M.I.	Last name	Title
Aissa	I	De La Garza	Curriculum Facilitator
Telephone #	Email address		FAX #
956-581-3050	a.delagarza3@lajoyaisd.net		956-581-3099

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dr. Alda	T	Benavides	Superintendent Of Schools
Telephone #	Email address		FAX #
956-323-2000	a.benavides@lajoyaisd.net		956-323-2010

Signature (blue ink preferred) — Date signed

7/28/15

Only the legally responsible party may sign this application.

701-15-107-068

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100) – SEE **NOTE**	See Important Note for Competitive Grants*	☐
8	Professional and Contracted Services (6200) – SEE **NOTE**		☐
9	Supplies and Materials (6300) – SEE **NOTE**		☐
10	Other Operating Costs (6400) – SEE **NOTE**		☐
11	Capital Outlay (6600/15XX) – SEE **NOTE**		☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	The LEA provides assurance that it will meet the following federal requirements: 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	The LEA/campus provides assurance that if it selects to implement the **transformation model**, the campus will meet all of the following federal requirements: 1. Develop and increase teacher and school leader effectiveness. (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that– i. Take into account data on ***student growth*** as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of ***student growth*** as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

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	across classrooms. iii. Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school. 2. Deliver comprehensive instructional reform strategies. (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increase learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: i. Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. ii. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. iii. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
8.	The LEA/campus provides assurance that if it selects to implement the **Texas state-design model**, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). In doing so, the LEA/campus will implement the following: 1. Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. 2. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. 3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

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4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.

5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, , the LEA/campus will have:
   (A) Data to identify the population at risk of dropping out of school;
   (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
   (C) Early College brochures in all languages relevant to the school community;
   (D) Written communication plan for relevant target audiences: parents, community members, school board.

   Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:

   (A) Partnership between the school district and an institute of higher education (IHE) that:
      i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
      ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
      iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
   (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
   (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

   Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.
   Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
   (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

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degree.

(B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.

(C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.

(D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.

(E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.

(F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
   (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
   (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
   (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
   (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

   Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an

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elementary school, the campus will implement in accordance with the following federal requirements:

1. Offer full-day kindergarten.

2. Establish or expand a high-quality preschool program.
   A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
   (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
   (B) High-quality professional development for all staff;
   (C) A child-to-instructional staff ratio of no more than 10 to 1;
   (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
   (E) A full-day program;
   (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
   (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
   (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
   (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
   (J) Program evaluation to ensure continuous improvement;
   (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
   (L) Evidence-based health and safety standards.

3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.

4. Provide educators, including preschool teachers, time for joint planning across grade levels.

5. Replace the principal who led the school prior to the commencement of the early learning model.

6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
   (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
   (B) Are designed and developed with teacher and principal involvement;

7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.

8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality

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educators.

9. Use data to identify and implement an instructional program that is:
   (A) Research-based;
   (B) Developmentally appropriate;
   (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
   (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.

10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
   (A) Aligned with the school's comprehensive instructional program
   (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.

12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).

13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.

14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;

2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
   (A) Screen all existing staff and rehire no more than 50 percent; and
   (B) Select new staff

3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;

4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

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	6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards; 7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; 8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas: (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. 9. Provide appropriate social-emotional and community-oriented services and supports for students. If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.
11.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
12.	The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

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	1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. 2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by: (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. 3. Enroll, within the grades it serves, any former student who wishes to attend the school. If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
13.	The LEA/campus provides assurance that if it selects to implement the **closure model**, the campus will meet all of the following federal requirements: 1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. A grant for school closure is a one-year grant without the possibility of continued funding.
14.	The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification. Under federal regulations for this program, a **Rural LEA applicant** may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html
15.	The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements: 1. Implement an evidence-based whole-school reform in partnership with a model developer. (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. 2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by: (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. 3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation

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	with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment. 4. The whole-school model must implement the model for all students in the school. 5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner: (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
21.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail ***or*** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

Revised Annual Budget Breakdown					
Year 1	Year 2	Year 3	Year 4	Year 5	5-Year Total Budget Request
$	$	$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.
Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement**, **system transformation**, and **sustained reform**.
Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

School Enrollment	**929**	**100%**
LEP	369	39.7%
Economic Disadvantage	912	98.2%
Special Education	72	7.8%
At-Risk	625	67.3%

Domingo Treviño Middle School has been identified as a campus needing improvement and desintganted as a Priority Focus school. After evaluating the programs which are in place and disaggregating student data, we conducted meetings with major stakeholders comprised of teachers, parents, students and administrators and reviewed their input. We found that we are in need of additional support in the areas of teacher/administrator professional development, instructional technology, and educational resources to improve the effectiveness of our current academic programs. There is also a need to increase our parental involvement and student participation in tutorial and enrichment programs to ensure the success of all students but specifically our targeted population. To continue our efforts with existing programs, we want to enhance and supplement our efforts to maximize our students' success. Additionally, we need to align and write curriculum to meet our specific campus needs. This will require that proper measures and additional resources be provided for teachers with substitute teachers during the school year and pay teachers to create curriculum and timelines in their content area during the summer. Additionally, there is a need to purchase resources that support the STAAR exam. These resources must be well aligned to STAAR. In order to sustain our efforts and improve our current status we plan to supplement our existing programs.

To address the needs of Domingo Treviño Middle School (DTMS), students we have chosen the whole-school reform model because our campus/district goals and objectives align with said model. To assist in the improvement with academic success, we have chosen the Success for All (SFA) whole school-reform model tO be used for all of our students from 6th to 8th grade. With this model, we aim to improve our scores by at least 3%.

Success for All is a program that uses a comprehensive approach to school improvement. It focuses on academic success for all students especially in reading. The SFA aims to provide programs to ensure that all students, from all backgrounds, achieve at the highest academic levels through the following:

- Cooperative learning is used in all classes so that students work together productively to learn and take responsibility for one another.
- Technology is incorporated in all classes to enhance teaching and learning.
- Classroom instruction is engaging and exciting to all students.
- Student learning is constantly and consistently monitored.
- Teachers teach the whole child—social and emotional learning, behavior, and cooperation are as important as academics.
- Professional development is provided constantly.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- All stakeholders are involved in support of student success.
- An in house facilitator works with teachers every day to help every teacher succeed and grow in skill and sophistication.
- There is a strong research base in every component of SFA and in the program as a whole.

A Success for All school is an exciting place to teach and learn. Teachers work in teams to help one another develop as professionals. They gain the satisfaction of seeing students excited about learning and proud of their progress.

Success for All approach is built on the following five integrated elements.

Leadership for Continuous Improvement
School leaders, teachers, and other school staff work in collaboration to quarterly goals, select leverage points for improvement, measure progress, and celebrate successes.

Powerful Instruction
All instruction is built around a cooperative-learning framework that engages students in rich discussion and motivating challenges every day. Tutoring tool to provide individualization and extra practice time.

Professional Development and Coaching
Implementation is supported by extensive, job-embedded professional development and coaching that enables tachers and school leaders to make the most of research-proven approach.

Schoolwide Support and Intervention Tools
Proven strategies focus on attendance, parental involvement, positive school culture, family needs, health issues, and individual student support to make sure that students are in school and ready to learn.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):
Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	
Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	Fund code: 276

Budget Summary

Schedule #/Title	Class / Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre-award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	$588000	$	$0	$592000	$0	$620000	$0	$632000	$0	$635000	$0	$2315339
#8-Professional and Contracted Services	6200	$158120	$0	$0	$318120	$0	$178120	$0	$178120	$0	$178120	$0	$1173884
#9-Supplies and Materials	6300	$500000	$0	$0	$500000	$0	$500000	$0	$500000	$0	$500000	$0	$750000
#10-Other Operating Costs	6400	$121000	$0	$35000	$121000	$0	$121000	$0	$121000	$0	$121000	$0	$425000
#11-Capital Outlay	6600/ 15XX	$506060	$0	$0	$371640	$0	$371640	$0	$371640	$0	$371640	$0	$758710
Consolidate Administrative Funds			☐ Yes ☐ No										
Percentage% indirect costs (see note):		N/A	$0	N/A	N/A	$0	N/A	$0	N/A	$0	N/A	$0	$0
Grand total of budgeted costs (add all entries in each column):		$1873180	$0	$35000	$1902760	$0	$1790760	$0	$1802760	$0	$1805760	$0	$9210220

Administrative Cost Calculation

Enter the total grant amount requested:	$9210220
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$460511

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than $2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.
- Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional										
1	Teacher			$	$	$	$	$	$	$
2	Educational aide			$	$	$	$	$	$	$
3	Tutor			$	$	$	$	$	$	$
Program Management and Administration										
4	Title			$	$	$	$	$	$	$
5	Title			$	$	$	$	$	$	$
Auxiliary										
6	Title			$	$	$	$	$	$	$
7	Title			$	$	$	$	$	$	$
8	Title			$	$	$	$	$	$	$
Other Employee Positions										
9	TTIPS Grant Campus Coordinator	1		$82000	$	$82000	$82000	$82000	$82000	**$410000**
10	TTIPS Grant Clerk	1		$25,000	$	$25,000	$25,000	$25,000	$25,000	**$125,000**
11	District Shepherd	0		$0	$	$0	$0	$0	$0	**$0**
12	Community Liaison/Parent Coordinator	1		$60,000		$60,000	$60,000	$60,000	$60,000	**$300,000**
13	Subtotal employee costs:			$167000	$	$167000	$167000	$167000	$167000	**$835000**
Substitute, Extra-Duty Pay, Benefits Costs										
14	6112 Substitute pay			$100,000	$	$100,000	$100,000	$100,000	$100,000	**$500000**
15	6119 Professional staff extra-duty pay			$200,000	$	$200,000	$200,000	$200,000	$200,000	**$1,000,000**
16	6121 Support staff extra-duty pay			$40,000	$	$40,000	$60,000	$70,000	$70,000	**$320,000**
17	6140 Employee benefits			$81,000	$	$85,000	$93,000	$95,000	$98,000	**$452,000**
18	61XX Tuition remission (IHEs only)			0	$	0	0	0	$0	**$0**
19	Subtotal substitute, extra-duty, benefits costs			$ 421000	0	$ 425000	$ 453000	$ 465000	$ 468000	**$2272000**
20	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			**$588000**	**$**	**$592000**	**$620000**	**$632000**	**$635000**	**$2479000**

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For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

	Expense Item Description	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$	$	$	$	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$	$	$	$	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$	$	$	$	$	$

Professional Services, Contracted Services, or Subgrants

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years
1	ASCPL Differentiating Instruction for ELL/ Professional Development	☐	$6,000	$0	$6,000	$6,000	$6,000	$6,000	**$30000**
2	Renaissance Learning/ Reading Monitoring System/ Professional Development	☐	$4,000	$0	$4,000	$4,000	$4,000	$4,000	**$20000**
3	Response to Intervention Reading & Math Strategies/ Professional Development	☐	$7,000	$0	$7,000	$7,000	$7,000	$7,000	**$35000**
4	Working on the work/ class strategies / professional Development	☐	$8,120	$0	$8,120	$8,120	$8,120	$8,120	**$40600**
5	Model School/ Conference/ Leadership training/ Professional Development	☐	$15,000	$0	$15,000	$15,000	$15,000	$15,000	**$75000**
6	Consulting with Pearson for Training of 30 Teacher on 8 Effective Strategies plus 3 day Orientation over two year period	☐	$30000	$0	$30000	$30000	$30000	$30000	**$600000**
7	Consulting service will evaluate the level of rigor in all core subject area classrooms. (50 teachers @ $20,000)	☐	$20000	$0	$20000	$20000	$20000	$20000	**$100000**
8	Technology integration trainings (70 staff x 5 daysx$2000 a day)	☐	$28000	$0	$28000	$28000	$28000	$28000	**$140000**
9	Success For All Foundation Contact Services	☐	$40000	$0	$200000	$60000	$60000	$60000	**$420000**
b.	Subtotal of professional services, contracted services, or subgrants:		**$158120**	**$0**	**$318120**	**$178120**	**$178120**	**$178120**	**$1010600**
a.	**Subtotal of professional and contracted services requiring specific approval:**		$158120	**$0**	$318120	$178120	**$178120**	**$178120**	**$1010600**
b.	**Subtotal of professional services, contracted services, or subgrants:**		$	$	$	$	$	$	$
c.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$	$	$	$	$	$

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(Sum of lines a, b, and c) Grand total	$158120	**$0**	$318120	$178120	**$178120**	**$178120**	**$1010600**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108-912-049 | Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1					$	$	$	$	$	$	$
	2											
	3											
	4											
	5											
	6											
6399	Technology software—Not capitalized					$	$	$	$	$	$	$
6399	Supplies and materials associated with advisory council or committee					$	$	$	$	$	$	**$**
	Subtotal supplies and materials requiring specific approval:					$	$	$	$	$	$	$
	Remaining 6300—Supplies and materials that do not require specific approval: *Toner and ink cartridges, jump drives, multi media lamps, document camera lamps, memory cards, CDs, External hard drives, laptop carrying bags, ipad covers, replacement keyboards, VGA cables, power adapters, computer microphones, headphones, paper, pens, pencils, extra enrichment materials*					$500000	$0	$500000	$500000	$500000	$500000	**$2500000**
	Grand total:					$500000	$0	$500000	$500000	$500000	$500000	**$2500000**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)								
County-District Number or Vendor ID: 108-912-049							Amendment number (for amendments only):	
	Expense Item Description	**Year 1**	**Year 1 Pre-Award**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Total Budgeted Across all Years**
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose: travel to colleges/univerisites and in-state competitions	$5000	$0	$5000	$5000	$5000	$5000	**$20000**
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$20000	$0	$20000	$20000	$20000	$20000	$100000
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$20000	$0	$20000	$20000	$20000	$20000	$100000
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose: Leadership conferences for administrator to better become instructional leaders. (Buget Code 6411)	$50,000	$50,000	$50,000	$50,000	$50,000	$50,000	**$300000**
6429	Actual losses that could have been covered by permissible insurance	$0	$0	$0	$0	$0	$0	$0
6490	Indemnification compensation for loss or damage	$0	$0	$0	$0	$0	$0	$0
6490	Advisory council/committee travel or other expenses	$0	$0	$0	$0	$0	$0	$0
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$0	$0	$0	$0	$0	$0	$0
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$0	$0	$0	$0	$0	$0	$0
	Subtotal other operating costs requiring specific approval:	$11000		$11000	$11000	$11000	$11000	**$55000**
	Remaining 6400—Other operating costs that do not require specific approval:	$15,000	$20,000	$15,000	$15,000	$15,000	$15,000	**$95000**
	Grand total:	**$121000**	**$35000**	**$121000**	**$121000**	**$121000**	**$121000**	**$640000**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 108-912-049 | Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6669/15XX—Library Books and Media (capitalized and controlled by library)										
1		N/A	N/A	$0	$0	$0	$0	$0	$0	**$0**
66XX/15XX—Technology hardware, capitalized										
2	Mobile carts: 30 laptops per cart for student use in core area classrooms	12	$17210	$68840	$0	$34420	$34420	$34420	$34420	**$206520**
3	Mobile carts: 30 iPads per cart for student use in core area classrooms	10	$17210	$34420	$0	$34420	$34420	$34420	$34420	**$344200**
4	Laptops	150	$850	$25500	$0	$25500	$25500	$25500	$25500	**$127500**
5	Desktop computers	120	$850	$20400	$0	$20400	$20400	$20400	$20400	**$102000**
6	Mobile Interactive white boards	100	$4000	$160000	$0	$60000	$60000	$60000	$60000	**$300000**
7	Curriculum on wheels	15	$1250	$3750	$0	$3750	$3750	$3750	$3750	**$18750**
8	Document Cameras	30	$600	$6000	$0	$3000	$3000	$3000	$3000	**$18000**
9	LCD Projectors	125	$750	$18750	$0	$18750	$18750	$18750	$18750	**$93750**
10	iPads	900	$700	$126000	$0	$126000	$126000	$126000	$126000	**$630000**
11	Classroom Printers	25	$300	$1500	$0	$1500	$1500	$1500	$1500	**$7500**
12	TI Graphing Calculators	300	$140	$8400	$0	$8400	$8400	$8400	$8400	**$42440**
13	Smart Televisions	75	$1450	$21750	$0	$21750	$21750	$21750	$21750	**$110275**
66XX/15XX—Technology software, capitalized										
13			$	$0	$0	$0	$0	$0	$0	**$0**
14			$	$0	$0	$0	$0	$0	$0	**$0**
66XX/15XX—Equipment, furniture, or vehicles										
15	Internet Routers	20	$250	$2500	$0	$500	$500	$500	$500	**$4770**
15	Wiring for infrastructurefor internet and projectors	75	$75	$1125	$0	$1125	$1125	$1125	$1125	**$5775**
17	Cables for internet	75	$75	$1125	$0	$1125	$1125	$1125	$1125	**$5775**
18	Wall Mounts for Televisions	75	$200	$3000	$0	$3000	$3000	$3000	$3000	**$15275**
19	Ceiling Mounts for Projectors	75	$200	$3000	$0	$3000	$3000	$3000	$3000	**$15275**
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life										
19				$	$	$	$	$	$	**$**
	Grand total:			**$506060**	**$0**	**$371640**	**$371640**	**$371640**	**$371640**	**$1992620**

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds	
County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	929		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	928	99.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	1	0.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	912	98.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	369	39.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	72	7.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	285		
Disciplinary placements in In-School Suspension	183		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	223		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	19		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	1		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		0.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	24	100%	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	476	58%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		N/A%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		N/A%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		N/A%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At Dominino Trevino Middle School, we have a large population of LEP students. Out of 929, approximately one-third of our students are LEP. Largely contributing to this faction is an increasing number of students in the dual language program in elementary. The demand for second language acquisition is significant. Another factor contributing to the increasing number of LEP students is the high mobility rate. Many families come from another district, state, or even country and move to the area. Property values are more economical. The overall campus population has increased by approximately 200 students within the last four years. Many students come from one parent households or both parents working long hours to simply meet household economical needs. Due to parents working, many of our students needs are not being met. Students become role stakeholders in the household or assist with responsibilities. Some students leave home to meet their own needs. Several students resort to having gang-related aquaintances and friends. For the purpose of personal satisfaction and emotional contemptment from loved ones, students begin doing and dealing drugs.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	83.4		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	63.3	75.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	10.9	13.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	4	4.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	5.2	6.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	74	11.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	2	3.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	7.4	11.6%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	17	26.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	17.1	27.0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	12.8	20.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	9	14.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	42,147		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	44,491		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	48,600		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	53,952		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	64,611		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	6	7%	2015 HUMAN RESOURCES REPORT
Staff with Bachelor's degree as highest level attained	68	88%	2015 HUMAN RESOURCES REPORT
Staff with Master's degree as highest level attained	11	14%	2015 HUMAN RESOURCES REPORT
Staff with Doctoral degree as highest level attained	0	0%	2015 HUMAN RESOURCES REPORT

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The staff at Domingo Trevino Middle School is a staff that has a turn over rate of about 5 teachers a year. Due to the turn around of teachers, staff development is something that needs to occur for the new teachers to the campus. Aside from the turn around of teachers, more than half of our staff have 10 or less years teaching experience. This shows that our teachers are not veteran teachers with over 10 years and do need to have the instructional support whether it be with professional development or resources. Our campus is not a neighborhood school and so therefore the travel for some of our teachers can be far. The comute for the teachers can at times be a factor.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)														
County-district number or vendor ID: 108-912-049										Amendment # (for amendments only):				
Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
							345	302	298					
Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.														
PK (3-4)	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Total**
							30	28	28					

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Schedule #13—Needs Assessment

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya ISD establishes comprehensive needs assessment (CNA) parameters based (primarily) on the student. We believe that a data-based, purposeful approach will yield students whose strong educational development will enable them to have a more successful future. Therefore, our CNA process is based on analytic/pragmatic and descriptive systems. This methodology is our avenue for evaluation, establishment, and execution.

The processes in place to identify priorities (needs) center on sound evaluation. To gather data that contains integrity, a mixed method design is used (Creswell, 2003). All genres of performance-based data, those which fundamentally lie within the realm of quantitative inquiry form the core of decision-making. Quantitative research involves the collection of numerical data to explain, predict, and/or control phenomena of interest (Gay & Airasian, 2002). Realizing that the affective domain of our stakeholders is as important as numerical data, our evaluation also involves post-positivist methods (or qualitative, as described by Lincoln and Guba, 1985) which permit us to focus on particular issues and study *those* in depth (Gall, Gall, and Borg, 2003). All together, the evaluation process encompasses a triangulated methodology which yields specific priorities. Findings from our CNA give rise to critical needs. We operationalize critical needs differently from year to year, as these are based on results from ongoing assessments.

The specific components of our CNA align very closely to the TEA recommended methodology developed by Region XX. In fact, our process aligns with the Texas Comprehensive Center approach, but enhances/expands on several areas. To meet the federal and state mandates, our LEA and campus-based committees analyze mixed-methods data in the following programmatic areas: DMAC, Agile Mind, Brain Pop, Communities in School , Family Literacy Program,Fast Forward, iStation, Math Renaissance, Multimedia, Pearson Digital, Read 180, Reading Renaissance, Scholastic Red, Valued Youth Program, and WOW. In addition, data from the following departments is analyzed: Parental Involvement, Migrant Dept, Professional Development, Inst. Technology Dept, Bilingual Dept, Safe and Drug Free Schools, Academies Dept, Adv. Academic Serv. Dept, CTE Dept, 504/Dyslexia Dept, Early Childhood Dept, Special Ed. Dept, Safety and Security and Drop Out Prevention Dept. In terms of specific campus-based analytical data, sources include STAAR, AYP, TAPR, PBMAS, ACT Aspire, SAT, Report Card Grades, End of Course Exams, Six Weeks Grades, Benchmark Data, program-based Pre/Post Tests, , Attendance Reports, and others.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☐ Transformation
  - ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☐ Early Learning Intervention Model
- ☐ Turnaround
  - ☐ with Rural LEA Flexibility modification
- ☒ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After being notified by the district's grant coordinator of our campus qualifying to apply for Texas Title 1 Priority Schools Grant, Cycle 4, our administrative staff began to research what whole school reform programs were available. Due to our student population and test data, we found that our campus needs a model that will target all students. With most of our students not at grade level, our campus needs a program that will help all students not only be successful, but be high acheivers. The whole school reform will help in providing the programs designed to accelerate the academic development of the struggling students while ensuring the non-struggling students continue to learn the skills and strategies they need to read, comprehend and analyze.

The Success for All whole-school reform model has a strong track record when it comes to academic success progress for students at all levels of proficiency, including students in the lowest economically disadvantaged communities. With the Success for All approach, the school community culture will be transformed, along with the academic performance of your students. The Reading Edge Middle Grades, specifically, will use systemic reading instruction to better target the needs of the learners. The PowerTeaching Math program will empower students to work together to gain a better understanding of their own learning through practice and evaluation. The Schoolwide Solutions program will provide the school with resources that provide stuctures to help improve behavior management strategies, parent and community invovlment, attendance, and interventions for troubled students.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- La Joya Independent School District consulted with relevant stakeholders (students, staff, parents, community) regarding the 2015-2020 Texas Title 1 Priority Schools Grant Program application and the implementation of the Transformation school intervention model which was selected by the stake holders.
- La Joya Independent School District's Superintendent, Dr. Alda Benavides, received information through the Texas Education Agency about the Texas Title 1 Priority Schools Grant
- La Joya Independent School District's Decision Making Team convened and discussed the Narrowing Questions which assisted in determining that the Whole-School Model was the model which would be implemented.
- This information was then taken to the Campus Site-based Decision Making Team.
- Parents are part of the Site-based Decision Making team. They were informed and asked for their input.
- Channel 17 Spots will be arranged to inform the general public in English and Spanish about the grant.
- La Joya ISD Grant Development Web Page will post the grant applications once the NOGAs come in and the negotiations with Texas Education Agency are complete.
- Campus meetings are being held.
- After School Meetings are being held at the campuses.
- Web page updates are being uploaded at the campus websites.
- Team Leaders' Meetings have been held as this grant progresses.
- Selected campus' teachers and staff were asked to provide email feedback and suggestions for grant funds. The results were compiled and shared with the grant writers.

It was evident to the planning committee and stakeholders involved that the school was failing in the areas of reading and math, and in need of improvement. While data showed that students fared moderately well in the early years, the proficient to non-proficient ratio progressively got worse as students moved from one grade level to the next. This was evident when looking at historical data as well. There appeared to be a systemic breakdown in reading and math instruction and student skills acquisition.

Stakeholders serving on the planning committee determined that corrective action was needed in the areas of instructional delivery methods, community/parent involvement and support, and intensive professional development that would support school reform. The planning committee made the recommendation to pursue School Improvement Grant funding and decided on the Whole-School Reform Model as the best opportunity for success and improvement. Additional meetings were conducted and the Success for All Foundation was deemed the most appropriate partner for whole-school reform.

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Schedule #14—Management Plan

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Facilitate and oversee the program and grant implementation	Master's Degree from accredited University or higher; Standard Principal, Assistant Principal, Mid- Management or other appropriate Texas certificate; five years' experience in administration ILD/PDAS Certified Preferred but not required, other qualification as deemed necessary or acceptable by the Board; Five years of classroom teaching experience, knowledge of curriculum and instruction, effective organizational, communication and interpersonal skills; well-versed in current educational research; grant writing/management and data submission experienced required
2.	Students	Actively participate in the program provided	Enrolled at D. Trevino Middle School in either 6th, 7th or 8th grades.
3.	Parents	Support the students and campus in the implementation of the grant and program	Have student(s) that attend D. Trevino Middle School
4.	Community Members	Support the students and campus in the implementation of the grant and program	
5.	Teachers	Implement the program with fidelity	Bachelor's Degree; Valid Texas teaching certificate with required endorsements for subject and level assigned; Be knowledgeable in effective schools research, principles of accreditation standards, and Texas Education Agency requirements. Additionally, be knowledgeable in teaching techniques and methodology, in the physical, mental and emotional child development process, and special needs of exceptional learners.
6.	LEA and Campus-Based Administrators	Oversee and ensure implementation of the program and grant	Master's Degree from accredited University or higher; Standard Principal, Assistant Principal, Mid- Management or other appropriate Texas certificate; five years' experience in administration ILD/PDAS Certified Preferred but not required, other qualification as deemed necessary or acceptable by the Board;
7.	LEA and Campus-Based Support Staff	Support faculty and staff in the implementation of the program and grant	High School Graduate, GED or higher; Ability to type with maximum accuracy 50 words per minute; Ability to use correct English, grammar, spelling & punctuation; knowledge on the basic accounting principles, budgets, purchase orders ;ability to follow oral & written instructions

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Success For All	Developer of the whole school reform model to be used	Meets What Works Clearinghouse evidence standards with or without reservations; Found a statistically significant favorable impact on a student academic achievement or attainment outcome, with no statistically significant and overriding unfavorable impacts on that outcome for relevant populations in the study or in other studies of the intervention reviewed by and reported on by the What Works Clearinghouse
2.	Success For All School Facilitator	To create a solid support structure for teachers and to help ensure, effective, high-quality Success for All implementation	Master's Degree from accredited University or higher; Standard Principal, Assistant Principal, Mid- Management or other appropriate Texas certificate; five years' experience in administration ILD/PDAS Certified Preferred but not required, other qualification as deemed necessary or acceptable by the Board;
3.	SFA Coach	SFA Coaches will provide professional development and support in all aspects of implementing the whole school reform model.	In depth knowledge of the SFA whole school reform model, strong background in reading instruction, teacher certification, multi-year teaching experience
4.			
5.			
6.			
7.			
8.			

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LEA Support Services Monitoring of Domingo Treviño Middle School
First, the LEA will come together as a campus and review campus data for the previous school year. Staff will be surveyed on current practices and procedures that helped get our campus to the place we are currently at. Staff will be surveyed on whether the implemented practices were beneficial to student learning. Next, a team of staff will visit other campuses implementing the transformational model and report to home campus staff what practices are making the greatest impact on student learning at sites visited. The team would then make recommendations as to needed changes in practices, programs, scheduling, and/ or classroom procedures they feel would improve student academic success. Finally, stakeholders will make the decision as to what procedures and programs would be implemented that would have the greatest impact on raising academic achievement.

Academic Performance and Quality Data
To monitor student academic performance, reports generated from: DMAC, Renaissance Learning, Pearson Educational Materials, district benchmark exams, state STAAR exams, TELPAS scores, and Read 180 results will be reviewed at grade level, department, and faculty meetings to ensure continuous progress. After data disaggregtion, changes and interventions will be made to facilitate academic improvement.

Leadership Effectiveness
To monitor leadership effectiveness, surveys of students, parents, and staff will be conducted to ensure that all initiatives have made a positive impact on student learning.

Learning Time
To monitor learning time, grade level team leaders will keep sign-ins and agendas of weekly planning sessions. Grant coordinator and campus administration will review instructional lesson plans weekly to ensure an instructionally focused calendar is being implemented.

Parent/ Community Involvement
To monitor parent/ community involvement, sign in sheets and parent logs will be kept to check attendance. To increase parental visits at the campus, parents will be surveyed for feedback on session agendas, functions, and meetings.

School Climate
To monitor school climate, surveys will be given to students and staff to determine if scheduled extra/ co-curricular activities or classes are proving to be helpful academically and emotionally. Results will be reported to Campus Site Based Decision Making Committee and campus administration. Changes will be made to improve on any activity lacking iniative or success.

Teacher Quality
To monitor teacher quality, previous year's teacher retention percentages will be compared to the current year's totals to gauge the impact on retention of veteran quality teachers. The campus grant coordinator and administrative staff will review this information and discuss with LEA ideas on ways of improving retention rate.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

La Joya Independent School District will sustain campus reforms once the grant funding expires through the continuation of specific operating funds, professional development support, specific utilization of to-be-empowered staff, and embracing the newly established parental and community resources. Through these reforms we will continue to have students maximizing their learning potential. What La Joya Independent School District will not sustain are positions currently brought in under this grant, such as the campus grant coordinator, grant teachers, support staff, district shepherd, book keeper, etc.

Specific campus practices that will continue after the grant expires: Domingo Treviño Middle School will continue to look at data on a continual basis to ensure maximum learning potential is being met and to make needed changes as warranted to improve academic performance. Parents and community members will continue to be an integral part of our school makeup and site based decision making committee. Flexible scheduling and precise instructionally focused calendar will be kept as a foundation on which teachers and staff can base their monitoring of instruction.

With the professional development The Success for All Foundation will provide, Domingo Treviño Middle School will build strong internal capacity to be able to sustain the implemented strategies to improve student achievement. The additional training in the GREATER Coaching process, which provides the skills and practice to provide coaching to colleagues using a data-driven decision-making model will definitely help make the sustainability possible. GREATER Coaching provides schools with the resources to build the internal capacity needed to sustain the whole-school reform model in later years, with minimal support from SFA. SFA slowly lessens the professional development throughout the five year implementation so that the campus will work more on refinement of the implementation. By the end of Year 5, Domingo Treviño Middle School will decide on the level of association with SFA. It is expected that Domingo Treviño Middle School be well positioned to support the refinement of the model with their own staff and only minimal support from SFA.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our school philosophy and leadership structure with the guidance of campus administrators, teachers, students, community members, and parents will be working towards one shared goal. All of these stakeholders, with the one common focus to improve student achievement through research based curriculum and practices, will work collegially and collaboratively. We will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity and having the intended impact on student achievement. If we are not getting the results needed, these initiatives will be modified and realigned to campus goals. Through the use of rigorous, transparent, and equitable evaluation systems for teachers and students, we will ensure this occurs. In addition, we will take into account data of student academic growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement. The continuous use of student data such as formative, interim, and summative assessments will be used to inform and differentiate instruction in order to meet the academic needs of individual students. Additional supports and professional development for teachers and administrators in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content.

We will increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; foreign language, science, and mathematics courses or thematic learning academies) that prepare students for college and careers, including providing appropriate supports designed to ensure low achieving students can take full advantage of these programs and coursework.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The disaggregation of data will include, but is not limited to: departmental meetings, instructional target discussions, development of engaging high cognitive lessons, review and analyze six weeks assessments and district benchmark data, review and analyze STAAR and TELPAS scores to improve instruction, progress monitoring of LEP and Special Education student populations, and formative assessments to determine growth. Furthermore, Domingo Treviño Middle School committee meetings will focus on student performance, campus surveys, and student testing data. We will focus on attaining all state and federal standards as well as reducing discipline referrals, improving school climate, aligning academic curriculum, and completion of grant assurances. Proper documentation will be maintained to show evidence of the development of goals through: agendas, meeting sign-in sheets, and surveys. The groups participating in the development of performance goals are all stakeholders in this grant. The LEA, Parents, Teachers, Students, Community Members, and Staff worked collaboratively to develop goals for greatest student academic success. The campus grant administrator along with campus administrators will ensure that proper committees are formed with each stakeholder in mind so that the appropriate data, surveys, and input is gathered from each group respectively.

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Domingo Treviño Middle School teachers and administrators will hold monthly department and faculty meetings to review and evaluate the grant to ensure initiatives are being addressed in the recommended timeframe. During these meetings, staff will discuss grant assurances, activities, funding, and impact on student learning. All formative evaluations of grant activities, such as surveys, student testing data, and activity attendance reports, will be reviewed to assess impact on student learning and grant implementation. If some aspect of the grant campus activities are found ineffective or lacking in helping our students achieve success, staff will come together to study possible improvements that will enable program success. LEA, campus administrators, grant coordinator, and SBDM committee will review suggested improvements and take appropriate action. This process will be an ongoing one for the duration of the grant period. These meetings will ensure there is a direct line of communication between the LEA and the campus. Together, all will review ideas and suggestions and proceed with decisive action.

Data collection for formative evaluations will come from:

Qualitative:

Campus Teacher Surveys, Campus Administrator Surveys, Classroom Observations, Parent and Student Surveys

Quantitative:

AYP, TAPR, TELPAS, TPRI, PBMAS, STAAR, Six weeks grades, end of course exams, benchmark data, Attendance reports

Student Testing data will be reviewed continually throughout the grant period using existing tools and reports.

Regular teacher attendance reports will be generated using the district's online absence reporting system, Smart Find Express. Reports will be reviewed by grant coordinator and campus administrators to determine whether or not attendane is improving.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LEA will use a rigorous process in the recruitment, screening, and selection of external providers. The methodology, which will be clear, fair, and well-organized, will be open to the public. As a result, established procedures will not only provide for objective selection, but also allow all stakeholders input in the process.

The recruitment of external providers by the LEA will be one that allows all qualified providers an equal opportunity to assist campuses through their restructuring and transformation journey. Recruitment will not be limited to local providers, for if true change is to occur, the LEA recognizes that this process should have no boundaries.

The screening process for external providers will be comprised of knowledge, skill, and track record reviews through educational, organizational, legal, and financial perspectives. The processes will include multiple stakeholders, particularly parents and community groups. The screening practice will be such a critical component of our transformation process that staff and other resources will be devoted exclusive to this function. In turn, the staff will specifically analyze the historical evidence of educational success, particularly with demographics and academic needs similar to our campuses, from all potential external providers.

The selection of external providers will only occur when all critical components (sought) are met. Through the consensus of all stakeholders, and with the provider's clear understanding of the campuses' mission, the contractual agreement will be signed. This documentation will include clear roles of the external provider as well as the LEA. Goals for performance will be required in all contracts and a timeframe for large student learning improvements, if applicable, will also be needed. In addition, the contract will specify the support the LEA will provide, including facilities, funding, and services. LEA staff will play a critical role in ensuring that all intentions and services delineated in the contract are carried out. Conversely, if the external providers do not adhere to any component of the contract, the contract will be canceled and immediate successors will be sought.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LEA, Grant Program director, and campus administration will create an objective evaluation tool in order to assess:

- Targeted training for teachers and administrators- Following each training session or professional conference attended, surveys will be conducted to evaluate staff member's perception of the training and its possible impact of student learning. Additionally, classroom observations will be conducted specifically to observe and measure the level of implementation of any strategies on which staff was trained.
- Parental Satisfaction- Parents will be surveyed to measure their level of satisfaction with implemented programs and school activities.
- Student Satisfaction- Surveys will be administered to all students participating in extra/ co-curricular activites, as well as enrichment and tutorial classes to determine effectiveness and satisfaction with program.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/ Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	SFA consultants and school leaders will continue a review of district/school policies and procedures, and provide advice and possible solutions to school-design issues such as school calendar and schedule development, budgeting, Board of Education (BOE) and collective-bargaining agreement issues.
2.	SFA consultants will conduct an initial two-day assessment with district/school leadership, community organizations, collective-bargaining organizations, and BOE representation. This assessment will allow consultants and district/school leadership to continue developing the plan for full implementation in Year 2.
3.	SFA coaches will present workshops for the superintendent, principal, SFA facilitator, and the Schoolwide Solutions coordinator. Participants will gain an understanding of the schoolwide structures, including data-based goal setting, progress-monitoring tools, and instructional processes that form the SFA approach.
4.	SFA coaches will conduct a Leading for Success planning kickoff meeting with the school's Leadership team. This meeting will be in preparation for the program-introduction workshops that will be conducted for the full staff in Year 2.
5.	SFA coaches will present introductory workshops for the staff responsible for implementing the Schoolwide Solutions component.
6.	Implementation begins for the SFA component: Schoolwide Solutions. Family/Community outreach under Schoolwide Solutions will include communicating the emerging vision for change and the transformations taking place in the school and the role each stakeholder will play in its success.
7.	SFA coaches will visit each school throughout the year to provide coaching related to the Schoolwide Solutions component.
8.	During visits, coaches will review progress and will carry out observations of classrooms, discussions with teachers, reviews of student progress data with teachers and school leaders
9.	Principal, SFA Facilitator, Schoolwide Solutions Coordinator attend three-day Experienced Sites Conference.
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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At this time, Domingo Trevino Middle School does not have fujnding source like the TTIPS Grant. Unfortunately, the decrease in state and federal funds has made it very difficult to implement programs that could systematically develop strong teachers. La Joya ISD does, however, provide intensive staff development for all teachers. Teachers are continually provided with the most current innovative resources. Teachers at the Domingo Trevino Middle School already use some of the programs and intialtives that would be enhanced by the TTIPS grant.

If awarded the TTIPS Grand, the programs and intiatives aready in place will be enhanced by the more extensive staff development and the Success for All curriculum and coaching. Teachers and staff will also have the technology in their classroom to better provide engaging lessons in the classroom.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have began at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:	N/A
Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:	N/A

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Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the ***option*** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth
Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.
These applicants shall respond to the prompts in the table below.
Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".
Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	N/A
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	N/A
Describe how the evaluation system was developed with teacher and principal involvement:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN,** or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	N/A
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	N/A
Describe the criteria established for educator removal:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

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Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND,** or **WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The whole school reform model that will be in place will have the non-academic, social-emotional, and community oriented comnents and services for all students.

Non-academic:
Students will be provided the opportunity to participate in extra curricular activies after school. We will provide a program where classes like cooking, computers, music, sewing, and, arts and crafts will be avainlable for students to participate in. Along with these activites, students will be able to join athletics, band, orchestra, choir, and theater arts among other activities.

Social-emotional:
A school wide behavior plan will be designed and implemented based on the data and needs od the campus. All data regarding discipline and behavior will be studied in order to assess behavior hot points and determine appropriate interventions for improvement. This approach includes:

- behavior tracking mechanisms
- proactive Behavior Management
- behavior management workshops
- end-of-year data reviews to update plans

- Getting Along Together is the Success for All Foundation's schoolwide social problem-solving curriculum. Implemented throughout the year, these classroom resources teach students to think critically, productively solve problems, and work cooperatively in teams.
- Attendance
- Community Connections
- Structured individualized student interventions to help individual students who are identified as having difficulty.

Community –oriented:
The campus will establish a committee to help encourage productive relationships between teachers, students, and parents. This parental involvement team lead by our campus parental involvement liason will set realistic expectations for reaching parents, educate them on the daily happenings of the school, and create opportunities to build partnershipsto support learning.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:	N/A
Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:	N/A
Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:	N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:	N/A

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Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an ***Early College High School*** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:	N/A

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Statutory Requirement 13: High-quality preschool programming

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries. Indicate if the campus will partner with community-based provider to deliver the preschool.	N/A
Describe how the preschool program proposed is: research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:	N/A
Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:	N/A

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Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

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Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:	Success for All
Describe the record of success the model developer has shown in implementing whole-school reform strategies:	Research on the Success for All middle school program was reviewed by the federally funded What Works Clearinghouse. No middle school program was given a higher rating for research quality and effectiveness. (Chamberlain, Daniels, Madden, and Slavin 2007)
Name and describe the study/studies examined that support the efficacy of the model selected. Include information about the study's sample size and multi-site sampling. Include key findings showing impact on student achievement. Additionally, provide citations for the study publications:	The study used a mixed methods approach, including a randomized experimental design complemented by intensive classroom observations. This combination of methods allowed researchers to understand achievement within specific school contexts. Schools were recruited in spring, 2005. In exchange for their participation, they received all Reading Edge materials and training at no cost. Those teachers and students assigned to the treatment group received materials and support immediately, while those in the control group will receive the same materials and training in fall, 2008 (a delayed treatment design). In the study year, control groups were provided with books or assessment materials related to programs they were already using. Prior to the 2005-06 school year, both schools allowed researchers to randomly assign 6th grade teachers to treatment (The Reading Edge) or control conditions. Incoming 6th graders were stratified by state reading assessment levels, then gender and ethnicity. Within strata, students were randomly assigned to treatment or control conditions. Students were pretested within the first four weeks of school, and then posttested in spring, 2006. The Reading Edge program was implemented in two majority-White, high-poverty, rural middle schools, one in Ronceverte, West Virginia and one in Interlachen, Florida. The West Virginia school served a student population in which 50% of students qualified for free lunch, and in which 95% of students were White, 4% African-American, and 1% Native. At the Florida school, 69% of students were eligible for free lunch, and the student population was 75% White, 8% African-American, 13% Hispanic, and 1% Asian or Native. Initial analyses showed that random assignment produced equivalent groups. There were no differences at pretest on the SRI (F (1, 403) < 1, n.s.), and chi square analyses showed no experimentalcontrol differences in race, free lunch eligibility, or special education status. Posttest Gates achievement data were analyzed using analyses of covariance (ANCOVA), with SRI pretest scores as covariates. There were significant experimenta lcontrol differences at posttest on the Vocabulary subscale of the Gates (F (1, 402)=3.95, p=.048), controlling for pretests. The Comprehension subscale did not show significant differences (F (1, 402)=1.99, p=.16), and the Total score indicated a difference in favor of the Reading Edge with marginal statistical significance F (1, 402)=3.55, p=.06). Effect sizes (differences in adjusted means divided by the nadjusted control group standard deviations) were modest: Gates Total (ES=+0.14), Gates Comprehension (ES=+0.11), and Gates Vocabulary (ES=+0.14). A difference of +0.14 would be equivalent to increasing a test score from the 50th to the 56th percentile.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

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N/A

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:	***Academic Performance/Improve the Instructional Program***

	Planned Intervention	**Period for Implementation**
1.	Provide staff development specifically geared towards bridging the academic gap for LEP and Special Education student populations requiring additional support and intervention.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Purchase classroom libraries for core subject area classrooms that are varied genres, but content specific.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Purchase technology items like interactive whiteboards, multi-media projectors, and document readers and provide the required training for the full implementation of such equipment to create high interest/ higher level cognitive classrooms lessons.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Train three reading staff members on Scholastics' intensive phonics reading program System 44 for struggling readers in need of critical intervention.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Offer LEP students small group instruction focusing primarily on building reading fluency, strengthening vocabulary, and increasing comprehension.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Purchase high interest graphic novels and books to bring reluctant readers in to the library and motivate them to become lifelong readers.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.	Meet with cluster schools to align curriculum and review campus expectations and guidelines.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor: ***Increase Teacher Quality***

	Planned Intervention	Period for Implementation
1.	Schedule Curriculum Alignment Meetings to align TEKS to STAAR exam.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide staff development on new state standards to increase rigor and enhance instruction in the classroom.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Schedule teaching and administrative staff attendance at upcoming professional conferences and workshops focusing on the greatest areas of need such as the RTI Model, Differentiated Instruction, and Reading Styles.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Provide incentives for faculty and staff for attendance and for acquiring additional professional development above the district and state requirements in the areas of Math, Reading, Science, Social Studies, or Technology.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Purchase professional academic material for staff to conduct book studies emphasizing proven strategies that helped students become better learners.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Provide staff development on Cooperative Learning to help organize classroom activities into academic and social learning experiences for all learners.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	***Increase Leadership Effectiveness***

	Planned Intervention	**Period for Implementation**
1.	Provide administrative team opportunities for PD in instructional leadership	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Administrative team will engage in PD book talks	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Provide administrative team PD in core content areas to build capacity as instructional leaders.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Allocate funding to cover travel expenditures to leadership conferences. Stipends will be pd for people attending.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Provide administrative team PD on discipline & positive behavior interventions.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.	Provide administrative team paid planning time to engage in data-based instructional planning sessions.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	***Increase Use of Quality Data to Inform Instruction***

	Planned Intervention	**Period for Implementation**
1.	Provide professional staff development on the use of data software programs in Reading, Math, Science, and Social Studies to fully interpret individual student scores.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Designate additional planning time afterschool and Saturdays for teachers to meet and disaggregate student data and plan appropriate lessons designed to target students' areas of need.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Students track their TEKS performance on summative assessments.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	***Increase Learning Time***

	Planned Intervention	**Period for Implementation**
1.	Increase scheduled time to allow for both intervention and enrichment in reading and math.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Create extended day co-curricular classes that will entice students to attend school during the regular instructional day. Classes like robotics, graphic design, computer animation, martial arts, photography, and others that will motivate and give students opportunites to apply and expand their learning. Provide the required materials and resources to ensure success.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
4.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
5.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-912-049 | Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	***Increase Parent/Community Engagement***

	Planned Intervention	**Period for Implementation**
1.	Establish a Parent's Corner on campus website to keep parents informed of campus events, timelines, and expectations.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Provide technology classes for parents that will strengthen the the school/ home connection.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Post Texas Title 1 Priority Schools Grant on campus website to give all stakeholders full and immediate access.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Invite parents and community members in to the campus on a monthly basis for formal and informal events to familiarize them with both the campus and the staff to provide opportunities for input on campus events and activities.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Host Family Literacy Nights for students, parents, and community members that will incorporate literacy with cultural and historical events.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-912-049	Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

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Critical Success Factor:	***Improve School Climate***

	Planned Intervention	**Period for Implementation**
1.	Campus implements Positive Behavior Intervention & Support (PBIS) system.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
2.	Staff participates in Organizational Health Institute (OHI).	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
3.	Initiate positive rewards program for staff members.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
4.	Host celebrations for students meeting academic & attendance goals.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
5.	Promote college readiness by allocating funds for student educational field trips, such as to in-state universities, museums, the zoo, birding centers, wild life refuge.	☒ Year 1 ☒ Year 4 ☒ Year 2 ☒ Year 5 ☒ Year 3
6.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3
7.		☐ Year 1 ☐ Year 4 ☐ Year 2 ☐ Year 5 ☐ Year 3

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108-912-049	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-912-049 | Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-912-049 | Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-912-049	Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108-912-049 | Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
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